

Another criticism is that a teacher adopting a problem-based learning approach may not be able to cover as much material as a conventional lecture-based course. Problem-based learning can be very challenging to implement, as it requires a lot of planning and hard work for the teacher. It can be difficult at first for the teacher to “relinquish control” and become a facilitator, encouraging the students to ask the right questions rather than handing them solutions.

In spite of criticism problem-based learning is considered as a strategy which gives enough opportunity for the students to learn on their own. PBL challenges students to reflect on how they think (meta-cognition) and how they learn as they define the problem; discuss and debate with peers; develop and refine hypotheses; conduct research; analyze, evaluate and synthesize information; and reflect on the problem-solving process. In a problem-based learning class, students are engaged in language learning through organized and purposeful activities with authentic materials and collaborative learning models.

So problem-based learning is highly student-centered and it combines cognitive and metacognitive teaching and learning. It produces independent learners who can continue to learn on their own in life and in their chosen careers.

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INCORPORATING ELEMENTS OF CRITICAL THINKING INTO EFL COURSES

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The verb *think* has a lot of synonyms, which justifies its importance in human communication, such as *conceive, conclude, consider, determine, deem, believe, guess, judge, reckon, regard, suppose, hold, brood, cogitate, deliberate, have in mind, meditate, mull over, ponder, muse, chew over, rack one's brains, weigh up* etc.

The scholars distinguish between several types of thinking: memorizing, understanding, creative and intuitive thinking, and critical thinking. Memorizing is the important cognitive operation. The computer, for example, has memory that is better than ours. However, its ability to memorize cannot be thinking. Understanding is a complicated cognitive operation. When we try to understand someone's ideas, we only perceive things that were created by another person. Creative and intuitive thinking comes spontaneously. Cognitive processes are left unconscious. For instance, the artist doesn't think about how to do every stroke at the picture. They do it intuitively.

Critical thinking, on the other hand, is an independent one. The thinker formulates the ideas and beliefs independently, first of all raises a problem that should be settled, and builds a persuasive argumentation. The information is the starting point in cognitive process. Critical thinking is a social thinking.

In the history of human mind throughout centuries, the idea of critical thinking developed. Socrates stated that ‘people accept ideas as worthy of belief’ after they ask deep questions to justify their ‘confident claims to knowledge’. Plato’s theory of Eidos (pure mental forms that were imprinted in the soul before it was born into the world) was later developed by psychiatrist Carl Jung in his theory of archetypes. In the Middle Ages (Thomas Aquinas) the necessary stage in the development of human being was to think critically. The philosophers of the Renaissance stated that people should critically think about religion, art, law, science, etc. From the 16th century came the ideas of reasoned criticism (Hobbes, Locke, Montesquieu, Voltaire, Diderot), pure reason (Kant), sociocentricity (Sumner), pragmatic basis (Dewey).

The elements of thinking are the basic building blocks of thinking. Working together, they shape reasoning and provide a general logic to reason. They are as follows: 1) Purpose, Goal or End in View; 2) Question at Issue, or Problem to be Solved; 3) Point of View, Frame of Reference; 4) the Empirical Dimension of Reasoning; 5) the Conceptual Dimension of Reasoning; 6) Assumptions; 7) Implications or Consequences; 8) Inferences.

The elements of thinking are important in teaching EFL. When the students write an essay or discuss a certain problem, they have to think critically about the given topic. But without the elements of thinking the students’ essays and discussion fail.

For example, the students study the topic “Globalization: problems and perspectives”. After learning the vocabulary and grammar issues, they have to prepare their own presentations, but each student should play a certain role (a representative from the government, mass media, university, health organization, etc.). The *Purpose* here is implicit, because in the play the students study language using the new vocabulary and new grammatical constructions. The *Question at Issue* is explicit. During the discussion the students decide the merits and demerits of globalization, and how to solve problems. The *Point of View* is either explicit or implicit. The students play different roles in the discussion. They try to present the points of view of those people whom they act. On the other hand, the students have their own points of view, which are implicit in this situation. As for the *Empirical Dimension of Reasoning*, during the discussion the students are supposed to distinguish evidence (here pros and cons of the process of globalization) from conclusions made by others. This element of thinking is implicit. The *Conceptual Dimension of Reasoning* is also implicit, because the students while discussing do not yet understand that globalization, globalism, localization, glocalization, etc. are the concepts. *Assumptions* are implicit, because the students discuss given information about globalization which is presented in the Internet, newspapers, and textbooks. They use the assumptions of the others. In the process of discussing the topic one group of students agree with the points of view of other group, others disagree. And

this is the *Implications and Consequences* of their discussion. The students also try to prove their statements giving some examples, explaining their ideas. Therefore, the *Inferences* are explicit.

According to Richard Paul, the assessment of critical thinking skills is defined at multiple-choice testing. However, its legitimate use is restricted. Multiple-choice questions will require students: to identify an author's purpose in a passage; rate selected inferences as justified, probably true, insufficient evidenced, probably false, unjustified; select among formulations of the problem at issue in a passage those that are reasonable, probably reasonable, probably unreasonable, clearly unreasonable; recognize unstated assumptions; distinguish evidence from hypotheses and conclusions; rate described evidence as reliable, probably reliable, probably not reliable, unreliable.

To sum up, the elements of critical thinking are essential in teaching EFL. Using the elements of thought assesses the understanding of a concept, students' writing, speaking, reading and listening, as well as improves their thinking.

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FILMS AS A MEANS OF SPIRITUAL AND EDUCATIONAL INFLUENCE ON STUDENTS

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Our world is constantly changing. Technological advancement has become a focus of today's society. Technology has entered the lives of even the poorest members of society. You can hardly find anyone who does not have a TV, a computer etc. But spiritually people especially the young are becoming poorer. Violent crime has increased among young people.

An important part of deterring young people from violent crime is better education. That's why a teacher has to influence the youth especially teenagers spiritually. And a teacher of English is not exception. If taught that violence is not the answer to their problems young person would be less likely to turn to crime.

It is useful to think of mastering a language in terms of four related skills. But teaching English doesn't imply only reading, writing and so on but also formation of learner personal qualities. Playing role-games, studying traditions of different countries, watching good programs or films etc help to fulfill this paramount task. Moreover watching good films is really useful as it helps to build up a large